

# Ethnic Studies

Analysis, Questions and Feedback



For the Ethnic Studies Commission

**Meeting** - June 15, 2023

**Presenters:**

Jennie Earl,  
Vice-Chair, USBE

Etiana Coley Mells,  
Ethnic Studies Education Specialist

**References:**

Utah Code Sections  
[53E-4-204.1](#) and [53G-10-204](#)

# Discussion Items

- Tasks
- Analysis of Core Standards
- Standards & Assessment Committee Questions and Feedback

Throughout the presentation the term Utahns of diverse ethnicities is abbreviated as UDE.



# Utah State Board of Education

Tasks from [Senate Bill 244 \(2022\)](#)

- **Incorporate ethnic studies into the core standards based on considerations outlined in the bill.**
- Submit the proposed standards to the Commission for review and recommendations.
- Make a Board administrative rule aimed at:
  - (a) developing guidelines and methods for LEAs; and
  - (b) for reporting.

# Ethnic Studies Analysis of Utah Core Standards

## Criteria Under Consideration:

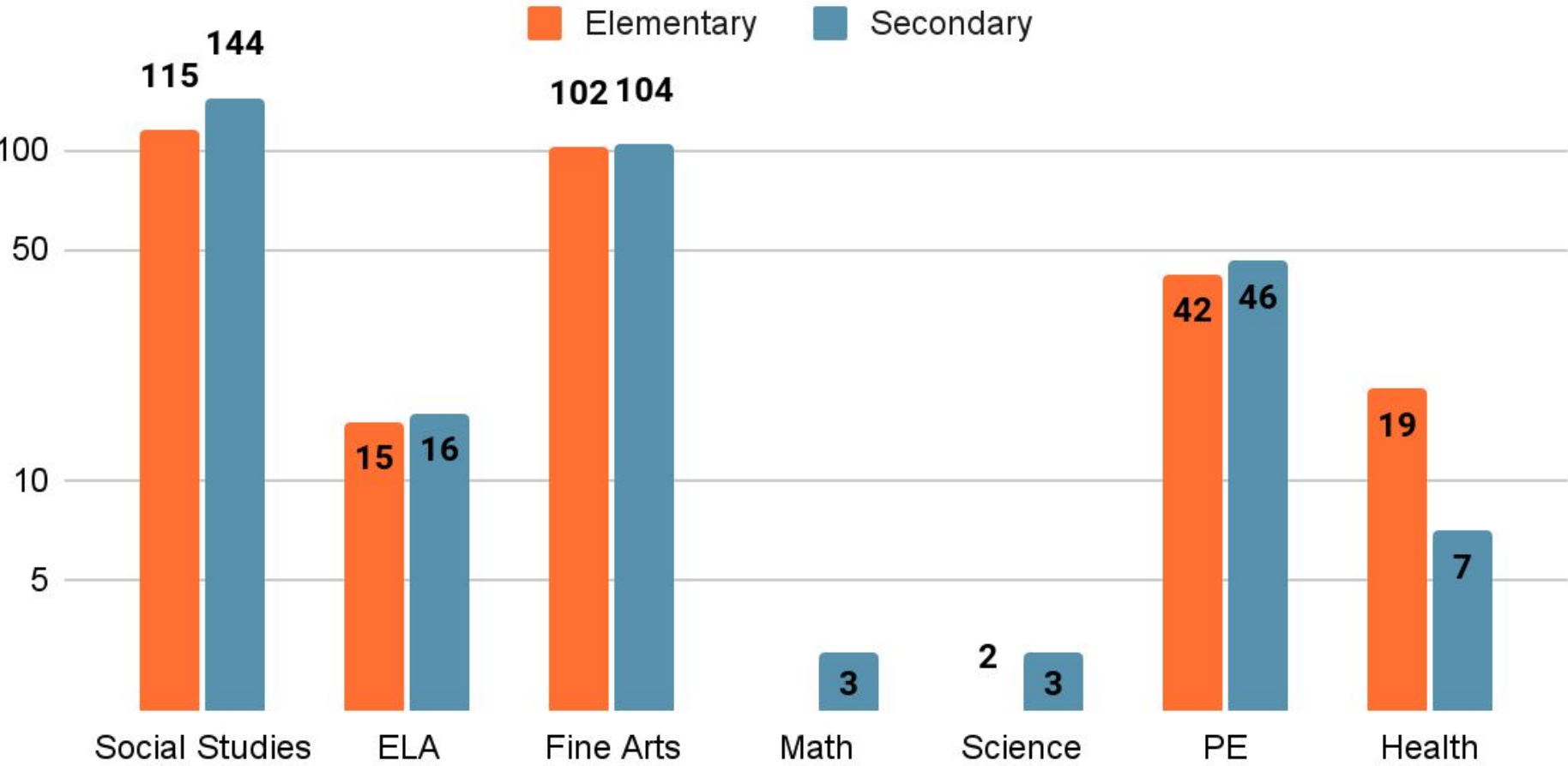
1. Cultural Awareness
2. Character traits
3. Opportunities to recognize and incorporate UDE
4. Interdisciplinary social and historical study\*

Core standards were reviewed across: Social studies, ELA, Fine Arts, Math, Science, Physical Education and Health.

- 20% of core standards contain language that is supportive of ethnic studies.
- An additional 9% of core standards were found to have potential to meet the criteria through curriculum and resources.

\*Reference to the Utah's definition of Ethnic Studies

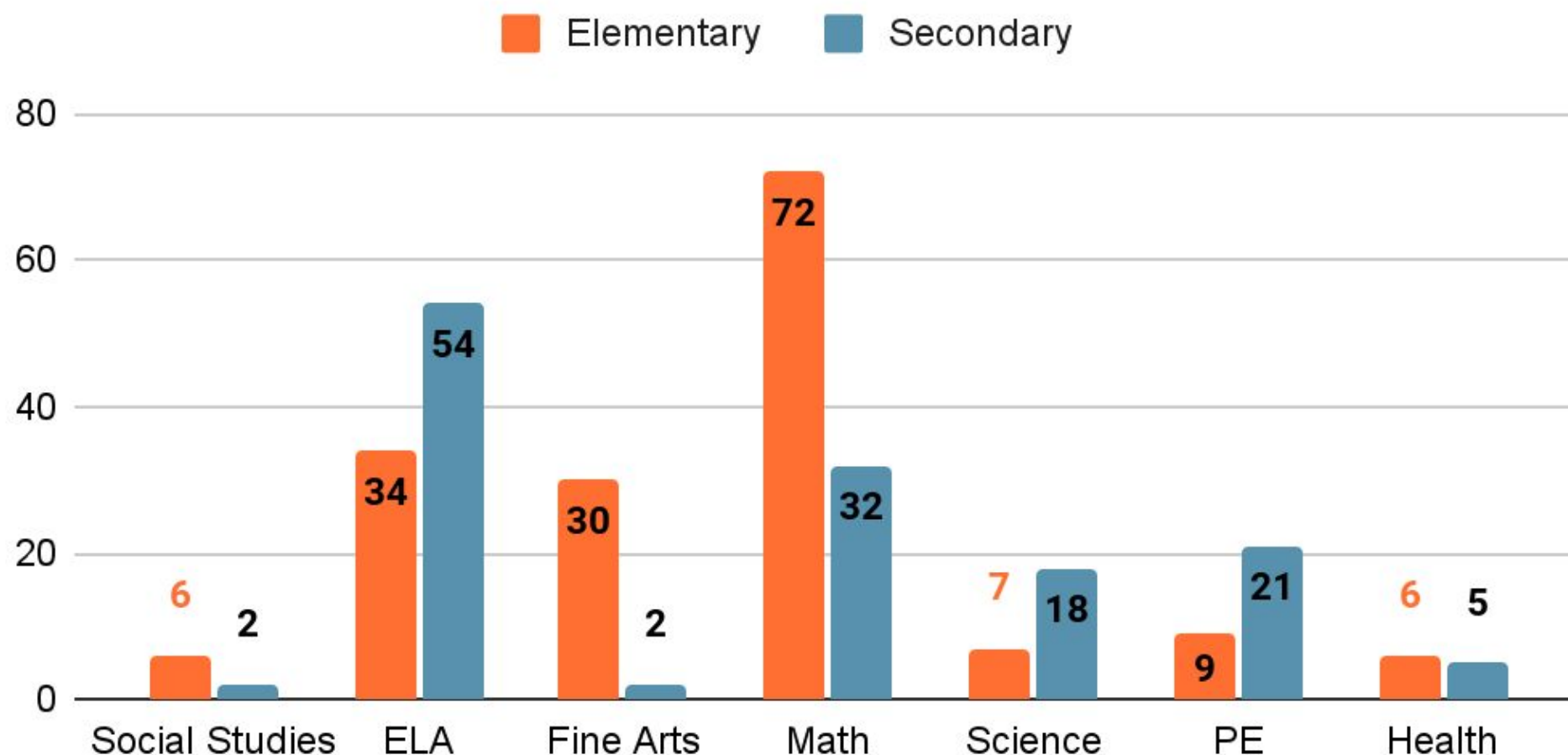
# Core Standards Relating to Ethnic Studies based on the Criteria outlined in Utah Code 53E-4-204.1



The figure represents the number of standards that meet the minimum criteria in each subject area.



# Core Standards with the Potential to Align to the Criteria outlined in Utah Code 53E-4-204.1



The figure represents the number of standards that could meet the minimum criteria through curriculum and resources.



# Elementary Social Studies

## HISTORY - Second Grade

Standard 2.1.5 Identify the achievements of significant Americans, including those from local and other **diverse perspectives**, and explain their importance.

## POST-STATEHOOD (1896-1999) - Fourth Grade

Standard 4.4.6: Use case studies to explain how **national or global events** between 1896–1999 (for example, World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an **impact in their local communities and state**.

## 19TH CENTURY—A TIME OF CHANGE - Fifth Grade

Standard 5.4.1: Use evidence from **multiple perspectives** (for example, pioneers, 49ers, Black Americans, Chinese Americans, Native Americans, new immigrants, people experiencing religious persecution) to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution.



# English Language Arts

Reading - \*Similar themes appear in 1st -12th Grade

Standard 1.R.6: Read a variety of texts including those from **diverse cultures** to identify and retell the main idea and key details of a text. (RL & RI)

Speaking and Listening - \*Similar themes seen from 9th - 12th Grade

Standard 9-10.SL.1: Participate effectively in a range of conversations and collaborations on topics, texts, and issues.

- a. Respond thoughtfully to **diverse perspectives** in democratic discussions that involve decision-making and role-taking; synthesize comments, claims, and evidence.
- b. Participate in conversations by asking and responding to questions and provide the opportunity to consider a range of perspectives and clarify, verify, or challenge ideas and conclusions with evidence.
- c. Identify contradictions when applicable, and determine if additional information or research is required to deepen the investigation or conversation.

# Standards Revision Process

**Average timeframe:** 20 months

## Key steps in the process:

1. Standards Review Committee
2. Writing Committee
3. Public Comment
4. Standards & Assessment Committee
  - a. Feedback and Recommendations
5. Full Board Review and Approval

**Table 1. Utah Core Standards Revision Timeline**

Content Area	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Social Studies (PK-6) 2010	Review/Revise Standards	Review/Revise Standards	Adopt & Introduce	Implement				
ELA (PK-12) 2013		Review/Revise Standards	Review/Revise Standards	Adopt/Implement	Assess			
World Languages 2015			Review/Revise Standards NOT QUEUED					
Library Media (K-12) 2015			Review/Revise Standards NOT QUEUED					
Fine Arts (K-12) 2016				Review/Revise Standards NOT QUEUED				
Mathematics (K-12) 2016					Review/Revise Standards	Adopt & Introduce	Implement	Assess
Physical Education (K-12) 2016						Review/Revise Standards	Adopt & Introduce	Implement
Social Studies (K-12) 2016								Review/Revise Standards
Driver Education 2018							Review/Revise Standards	Adopt & Introduce
Health 2019							Review/Revise Standards	Adopt & Introduce
Science (K-12) 2019						Review/Revise Standards	Adopt & Introduce	Implement
Pre-School 2019**								Review/Revise Standards

# Codified Timeline, Process and Curriculum Examples

## August 1st 2024 deadline and selection criteria

- (5) (a) By August 1, 2024, an LEA shall select curriculum and instructional materials for teaching ethnic studies to students in kindergarten through grade 12 that:
  - (i) align with the core standards incorporating ethnic studies described in this section; and
  - (ii) are integrated with regular school work.
- (b) An LEA shall implement an ethnic studies curriculum that, at a minimum:
  - (i) focuses on shared identity and honoring unique cultural differences, including:
    - (A) that each individual student has unique characteristics;
    - (B) the common elements that unite Utahns; and
    - (C) respect for distinct socio-cultural identities; and
  - (ii) includes themes including cultural histories within the context of the United States history and global history.

# Questions & Feedback for the Ethnic Studies Commission:

With the selection of curriculum being subject to standards review and approval:

- What is the commission's expected timeline to receive proposed ethnic studies standards for review?
- At what point in the standards revision process would the recommendations of the commission be best implemented?

## Codified Reporting Requirement for LEAs

- (5) (c) (ii) submit a report to the state board that provides evidence that the LEA is complying with the requirements of Subsections (5)(a) and (b).

The state board is tasked with making a board rule to establish guidelines and methods for LEAs to more fully incorporate ethnic studies and report compliance.

**Feedback:** Requiring LEAs to report on their selection of curriculum is outside USBE's normal operating procedures.